PUBLIC DOCUMENT . . . . . No. 28.

FIFTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1904.

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Approved by

The State Board of Publication.

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Commonwealth of Massachusetts.

TRUSTEES' REPORT.

Massachusetts School for the Feeble-minded,
Waltham, Oct. 13, 1904.

To the Corporation, His Excellency the Governor, the Legislature, and the State Board of Insanity.

The trustees have the honor to present their annual report for the year ending Sept. 30, 1904.

The number of feeble-minded persons of every description who have been present at the school at Waltham or the colony at Templeton during the year has been 900. There have been discharged during the year 24 males, 11 females, — a total of 35. There have been admitted 65 males and 35 females, — a total of 100. The number of applications has been 240. The number of feeble-minded persons of every description now present at the school at Waltham is 720, the number of large boys and men at the colony at Templeton is 127, — a total of 847. Of these, 256 are supported by the Commonwealth in the school department and 162 in the custodial department. There are 334 inmates supported in the custodial department by cities and towns; there are 32 beneficiaries of other States, paying, under the statute in such cases provided, $300 each per year. There are 48 private pupils, supported in whole or in part by parents and guardians. The corporation supports 15 inmates designated by name on the records of the school. The income of our private funds is spent for a few old inmates, who but for it must be sent to the almshouse of their settlement. Although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally so far as may be the advantage derived from

the entire income. Of course this is not strictly accurate in individual cases. For instance, an average school pupil costs more than an average custodial case, since the average salaries of the teachers amount to a larger sum than the average wages of the attendants, and the average school pupil must be charged something for care and attendance outside of the schoolroom. In the custodial department there are extreme cases, — of the sick, depraved, helpless idiot, who comes here to die, and requires ceaseless supervision of considerable skill, and the big girl who half pays her way in the laundry.

The whole number of paid persons of every description living on the premises in charge of the 900 inmates, either at Waltham or at Templeton, at the close of the year, Sept. 30, 1904, was 168. The new dormitories at Waltham and the buildings for the new colony at Templeton will allow us to care for 250 more inmates than heretofore.

We have received from the Commonwealth for the year beginning Jan. 1, 1904, and ending Dec. 31, 1904, for the support of State inmates in both the school department and the custodial department, $66,348. We have received from cities and towns for the support of inmates in the custodial department for the school year beginning Sept. 30, 1903, and ending Sept. 30, 1904, $55,250.95. We have received for private pupils during the school year, $7,273.63. We have received from other States than Massachusetts for their beneficiaries, $10,633.51. The treasurer has paid to our current expense fund, or transferred thereto from interest received on our invested funds, for the support of 15 inmates, the sum of $5,591.85, of which $726.07 has been due on account of the 15 inmates for the present year, the remainder being an amount which should have been transferred in previous years on account of inmates supported by the corporation. The current expenses of the school year have been $150,453.49, or $3.53 for each inmate per week. These are financial facts; but, since our own accounts are kept by the school year, which ends September 30, and there is always a large sum due at that date and not paid by cities and towns, and since by State direction we pay our bills monthly, while the State makes its appropriation for the current year, made available some time in June, running from January 1 to January 1, upon a system of averages made up in November

of the preceding year, it is impossible to present at the close of the school year a statement of our receipts and expenditures that will balance.

The marked event of the year in the school life has been the death of our much-beloved and highly respected president, Samuel Hoar, who died April 11, 1904, in his fifty-ninth year. His familiarity with business matters, his habit of giving attention to details, his tenderness of heart, eminently fitted him to be at the head of a corporation like this. He had been on the Board of Trustees for nineteen years, and for nineteen years had been a leading spirit in regulating the course of procedure of the school. The trustees' appreciation of his worth and their sense of the loss sustained by the corporation and themselves by his death will be found in a statement entered upon the records of the school at the quarterly meeting of the trustees, held July 14, 1904, which will be printed with this report.

The year just now passed has been at Waltham a busy year. Two new dormitories to accommodate 200 inmates, and two dormitories for female attendants accommodating 21 each, a manual and industrial training building, and an enlargement of the bakery and kitchen in the administration building, have been substantially completed. The addition to the electric lighting plant, involving new boilers and engines and an addition to the laundry building, and the new wiring of nearly all the buildings, new and old, has also been substantially finished. Work upon the superintendent's house has so far progressed that it can be finished in the early winter. The money for the dormitories for inmates was appropriated in 1902. When asking for it in 1901 we said that two additional dormitories would be eventually required at Waltham to complete our plant at Waltham. Accordingly we ask this year for a special appropriation of $85,000, to be expended in the erection of two dormitories at Waltham, of sufficient capacity to accommodate 200 inmates. These buildings will be completed in 1907. We shall then, with slight additions to our heating and lighting plants, have a fully equipped plant for 1,000 inmates. This will be our limit, unless from time to time as the years roll on we shall erect new dormitories for feeble-minded women who have come to old age, when they can no longer be economically employed at any labor. We

ask this year for a special appropriation of $8,000, to be expended in alterations of the administration building when the superintendent and his family shall have removed therefrom, and in building fire-proof drying rooms over the new engine room in the boiler house and laundry and for fire proofing the West building. We ask also for Templeton a special appropriation of $16,000, to be expended in buildings for a new colony.

It must be borne in mind that these appropriations are asked for nearly a year before the money will be placed at our disposal. In the nature of things we cannot get from mechanics proposals for doing the work in advance of our petition to the Legislature. We can only guess at amounts of future expenses by sums expended for similar work heretofore, and that method of guessing in the present condition of the labor market and building material market is very uncertain.

Under a special appropriation of 1903 we have built a side track on the Boston & Maine Railroad at Clematis Brook, upon which coal pockets will be provided for the permanent use of the school. By this track we have already received a full supply of coal for the coming year, purchased in one lot upon most favorable terms. The appropriation was upon the condition that it should not become available until the owners of the land to be occupied should convey to the Commonwealth the right to construct, maintain and use tracks, coal pockets and trestles thereon, and a right of way from the public streets thereto. This conveyance was duly made by the owners of the land, the understanding being, although not expressed in writing, that the owners of the land, who have a greenhouse in the vicinity, should retain the right to use a sufficient length of the side track to establish for themselves coal pockets of a capacity sufficient to enable the owners to procure and receive at one purchase about 1,000 tons of coal. Our pockets were to be at the extreme end of the side track, and those retained were to be between our pockets and the main line of the railroad, a proper fence and gate separating the two premises. The location of this fence is named as a westerly bound in the deed to the Commonwealth which was recorded. But now that the side track is completed, it is found that the grade over the land reserved to the owners is such that cars will not stand upon it to deliver coal, and that only a very small quantity of coal

can be stored beneath the trestle on the land reserved to the owners. The owners of the land have accordingly requested us to extend our end of the trestle still further out from the main tracks of the railroad, they to convey to the Commonwealth the same rights over the new land required for this purpose, and the Commonwealth to release, so far as it consistently can, the rights hitherto acquired over an equal amount of land and trestle thereon to the east of said fence or location. This request seems to the trustees to be equitable, and they therefore hereby petition the Legislature for authority to extend, as aforesaid, the trestle already built, and that an exchange of rights over the new land and the old be authorized. This can be done within the original appropriation of $7,500.

The colony at Templeton fully answers all our hopes. The boys are contented and happy. With the exception of a few cripples, they work under intelligent supervision as if work were a pastime. One is at once struck with the freedom from care that is everywhere evident in their faces. Strangely enough, the compassion we often feel for those whose lot it is to labor for themselves and their families day after day through the years, without hope or thought of getting on in the world, is not excited here. All is enjoyment, and Saturday afternoons all is merriment. They are kind to one another; an excited word is rarely heard, a blow is rarely struck. They are fond of animals, and never cruel to them. The dumb cattle follow the boys about in the fields.

We speak of the colony at Templeton, and then again we speak of the colonies. There are in fact three of these colonies, or camps, they might be called, except for their permanency. We find that it has worked admirably to put the boys by fifties, under the charge, each fifty, of an intelligent working man and his wife, or under the charge of a sympathetic working matron and a working man, the two not being married, depending for more scientific supervision upon weekly visits by our superintendent or some one of the three doctors upon his staff. We have no disposition at present to employ permanent or resident high-grade supervision at the colonies. We have proceeded upon the family plan. Care is taken that the matron shall be an honest, plain cook, and shall be of a temper and disposition to make her family love and respect

her. The boys have been so thoroughly trained at Waltham that all goes on easily within doors at Templeton. Their behavior at meals is exemplary. They always clean themselves up in the wash room of their dormitory before going to the dining room in the farm house where live the matron and her assistants. Their evenings are spent in the presence of the matron and assistants, at quiet games or reading story books. They rise early, — those who assist in the care of the cattle very early. By day their life is that of a farmer's boy, — ploughing, planting, hoeing, harvesting, getting wood, pulling stumps, building walls and roads, all under the supervision of the farmer or paid working man and his assistants. In doors and out these young farmers require the help and oversight in the fields of one suitable paid person to about a dozen boys. They are good boys, but need a master. Without supervision, fifty of them would not in a fortnight accomplish work that could be done by two of them in two days.

The school at Waltham and the colony at Templeton are carried on together as a systematic whole. The advantage of the school as a preparation for life at the colony cannot be better stated than by quoting from an annual report, written twelve years ago, before the establishment of a colony was thought of, when we were congratulating ourselves upon the removal to Waltham a few months back of the last group of inmates from South Boston; when we were beginning to feel that it would be best for all concerned, that it would be for the economy of the Commonwealth and for the welfare of many of the inmates, to retain them at the school for an indefinite period. Then we had at Waltham 95 acres of land; then we had erected or had in contemplation of erecting accommodations for 400 inmates. To-day we have at Waltham buildings for 800 inmates, with generally superb accommodations for 150 paid persons to care for the 800 inmates. And we have at Templeton unlimited resources for the custody of boys and men whom it is now the determined policy of the school to keep upon its roll till death.

Twelve years ago we said: —

> The principal feature in the school department has been the introduction of a system of manual training known as the Russian system.

It was brought to this country from Moscow, in the form of an educational exhibit for the Centennial Exposition at Philadelphia, where it was discovered by one of the leading educators of this State. It has lately been adopted in a large number of the public grammar schools in several States as a part of the regular course of instruction. Its object is solely the development of the child, and it does not concern itself with the thing created by its work. It is thus to be distinguished from industrial training, in which it is sought to make the work done by the pupil of some pecuniary advantage either to himself or to the person, corporation or government at whose charge he gets his instruction. The peculiar adaptability of this system of manual training to the education of the feeble-minded will be recognized after reading the superintendent's report. The name implies the mere training of the hand, but every movement of the hand results from, or is accompanied by, a movement of the mind. Yet the mind is not at any time taxed beyond the easy comprehension of the child. He is not at the beginning mystified or overcome with a shadowy idea of construction. He learns to saw straight. He comes to know when he saws straight. He knows when he saws crooked. He knows the difference between the two. He learns to plane a surface to a level. He comes to know when the surface is level. As he saws straight and planes straight, his muscles become more and more accurate in their movements. If he has no organic defects, he gets to see straight, to walk straight. It may take a long time before he can saw straight and plane to a level. He is given a chisel. With it he cuts to lines. Then he himself draws the lines. He makes measurements. By gradual steps he makes a mortise without the faintest idea of anything to be done with it. At length he fits two pieces of wood together; and he does not do this without having a pretty fair understanding why they fit, or at least a pretty accurate comprehension of what he must do to make two pieces of wood fit together well. The poor fellow's brain has kept company with his hands.

Industrial training in shops may follow to some extent; and if our boys remain long enough, we may, perhaps, have work shops to a considerable measure self-supporting. We do not, however, expect much in this direction.

Now, instead of the workshops we have the farm; and the poor fellow whose brain has kept company with his hands at Waltham makes a good farm hand. Unconsciously his brain has continued to improve. He has absorbed something of the theory of farming, — probably as much as is within the comprehension of one-half the farm laborers in the country. He has gained some knowledge of the work of the stone mason

and the carpenter. He at least knows the object of his work, when he helps the stone mason or the carpenter. When these boys are digging a cellar or a well, they know what they are doing and why they do the work. They know and remember that they are repeating what they did for their own colony, and have since done for another. When they see batter boards raised up at one place two feet from the ground and at another ten or twelve, they know that the foundations of the building are to be carried up to the level of the batter boards, and that they must get a large amount of stone for one side of the building and little at the other. They know that sooner or later there will be completed houses for a colony just like those of their own colony, and that finally a group of boys will come up from Waverley and live in them. These are the feeble-minded boys that sixty years ago were utterly neglected. Truly the preparatory life at Waltham is essential to the life in the colony; and the life in the colony is an ideal life for those who must remain a charge to the public till death.

The advantage of the partnership between the colony and the school is not wholly on the side of the colony. There is a noticeable improvement in the health and general appearance of the inmates at Waltham, resulting from the products of the farm sent to the school. And this partnership extends to matters of finance. For instance, it is expected that the coming year an ample supply of milk for the use of the entire school will be sent to Waltham from the farm; and apples, potatoes, beets, cabbages, etc., will be sent in great quantities. The saving in the milk bill alone will amount to several thousands of dollars; and the inmate who eats his proportion of potatoes, beets, cabbages, carrots, etc., will consume less wheat bread or oat meal porridge, or articles of food which must be purchased. In return, the money saved in the milk and flour bills will be expended at the colony, in keeping up or renewing the stock, for farming implements, for fruit trees and vines and shrubs, and for fertilizers for the ensilage fields.

There are still but three of these colonies. The buildings for a fourth, following the general plan of the other three, will be ready for occupancy before winter. It was our intention to send to Templeton the fifty boys who are to form this colony in the early spring last past, sheltering them in tents, that

they might do the foundation work and grading necessary for their future home, themselves, but we found that the boys were needed at Waltham for the immense amount of similar work to be done there; therefore we have kept them back, and have let the boys of the other colonies do their work for them.

In the early days of these reports they filled an important place in literature. They treated of matters new in this Commonwealth and new to the country. They and an occasional magazine article written by their authors contained all that was known in the community upon the subject of idiocy. The object for which they were written was not so much for a record of what had been accomplished, as to awaken in the Legislature, and through the Legislature in the people, a sense of moral responsibility for the condition of idiots. We cannot to-day realize the brutish condition to which these helpless people had been allowed everywhere to fall. Before the agitation in their behalf was started, the idea of establishing a school for the relief of idiots would have been rejected and ridiculed by the community at large as an illusion of visionary and unpractical minds.

That the school succeeded was due to these reports. The beginning was with the true idiot, the mere animal in human form, as may be seen in the report of the commissioners appointed by the Governor in 1846 to inquire into the condition of these people throughout the Commonwealth. This report of 1846 set forth that: —

> Common observation, the official report of the various town officers, and the research of commissioners appointed for the special purpose, all concur in showing that there is a large number of idiotic persons in the Commonwealth who live in a state of brutish ignorance, idleness and degradation, and go down to the grave like brutes that perish, without a ray of religious moral intellectual light; and experience has shown that, where such persons are taken at a proper age, they may be trained to habits of decency, industry and sobriety, and lifted up from the slough of mere animal existence to the platform of humanity; and the State admits the claims of every one of its children to a share in the common blessings of education, and provides it by special enactments and at great expense for those who cannot be taught in common schools, such as the blind and mutes; and idiots,

the most helpless and wretched of all, are most in need of skilful instruction; and that religion and humanity demand that a fair trial should be made of their capacity for improvement.

No better statement could be made of the condition of affairs which it was the design of the experimental school, then authorized, to remedy.

The good work progressed. In 1851, when the school was incorporated, the joint committee of the Legislature on public charitable institutions reported: —

> Your committee have visited this school and been highly gratified by what they saw; the experiment seems to have succeeded entirely. The capacity of this unfortunate class for improvement seems to be proved beyond question, . . . and, considering that other classes of the unfortunates who can be taught have had special provision made for their education, therefore, your committee respectfully submit the following resolves.

During all this time the work was tentative. Four or five years later, in the report of 1855, it appears that the trustees, considering the limited means at their disposal, were of the opinion that only those should be admitted to the school whose age and condition gave chance for improvement. The school idea prevailed. The nearer the child was to the child fitted for ordinary common school instruction, the more welcome he was as an inmate. But the trustees or their superintendent could not always tell. Since it was difficult in many cases and impossible in some to ascertain at sight whether the child was capable of improvement, some were admitted to be soon discharged as incapable of improvement, which meant incapable of improvement by school instruction.

Says the report of 1855: —

> The chief objects aimed at have been, first, to put the pupils into the best possible condition of health and vigor; to develop strength and activity of body; and to train them to the command and use of muscle and limb. Second, to check inordinate animal appetites; to correct unseemly habits; to accustom them to temperance, cleanliness, and order; and to strengthen their power of self-control, so that they may be at least less unsightly or disagreeable to others. Third, to train them to some habits of industry, so that they may be at least less burdensome to others in after life. Fourth, to develop

as far as possible their mental faculties and moral sentiments, by exercises and lessons suitable to their feeble condition and capacities, and thus to elevate them in the scale of humanity.

In 1855 the school had been opened to girls, and the unexpected result had followed that the school had been of greater advantage to girls than to boys.

Such was the life at the school at this time (1855) and for some twenty-five years thereafter. The school increased in numbers to somewhat over 100 pupils (there were 90 on the average in 1879, and 108 on the average in 1880), who remained at the school for some five or six or seven years, and then were returned to their homes. There was no custodial department.

During all this time we were a private corporation, receiving from the Commonwealth an annual appropriation, always upon the condition that we would support and train a stated number of idiotic persons designated by the Governor. We were economical and thrifty and made some money, but we always dealt fairly by the State in return for her appropriations, supporting at the school from 30 to 50 per cent. more indigent inmates on her account than we were required by the appropriation. We did even more than this. In 1880, when we were required to support 55 inmates on the part of the State, we had at the close of the year 104 State cases out of 120. We had a few private paying cases, including beneficiaries from other States. The law required us to take children of parents who were not wealthy at a charge not exceeding the actual average cost of all the inmates. To the receipts from wealthy cases and beneficiaries from other States and a few legacies the private funds of the corporation may be credited. The Commonwealth has always been represented on the Board of Trustees, at first having four of the twelve, and since 1878 having six out of the twelve.

About 1880 some of the more recently appointed or elected trustees began to agitate the subject of a custodial department. Whatever might be the merits of the school proper, they felt that there was urgent need in the community for an institution which should train the hopeless idiot, who had been rejected at our doors for thirty years as unimprovable. The early

experiment had shown, as we have seen, that he could be vastly improved. The arguments of these new members found favor with the old members, some of whom had been on the Board from near the beginning of the school; and the result was that the custodial department was established, not by law, but by the trustees or corporation under their general power. Then came the retention of our large girls, who had no home to which they could be sent on finishing at school. Then came the experiment at the Howe farm.

And finally, in 1883, the custodial department was established by law; but by the same act by which it was established our school department so far as State cases were concerned was pauperized, all State inmates being put upon the same footing; and the charges for the support of all cases, whether school or custodial, with the exception of our private cases and cases from other States, were laid upon the inmates themselves, or, in case of poverty, upon the places of settlement, and when the settlement was not known, upon the Commonwealth.

Up to this time the indigent idiot who had no settlement in the State could only be sent, by the court or trial justice having jurisdiction of his case, to the State almshouse, there to be supported, governed and employed in the same manner as persons sent to any almshouse by the overseers of the poor. If he had a settlement, he was placed in the almshouse of his settlement, like any other pauper. In 1883 the power to commit to the school was given to judges of the probate and municipal courts, probably for the benefit of the school rather than for the inmates or for the community at large; since authority was given to the trustees to receive the person committed, or to send him to his own home, or to the State almshouse, or to the place of his settlement, if in their judgment he ought not to be received into the institution. The taking of school cases from other States and the Provinces was legalized by the statute of 1883, and we could still take private cases on any terms we saw fit. We were still a private institution, largely assisted by the Commonwealth, which depended upon the trustees appointed upon the part of the State and the same annual Board of Visitors, as at present, to look out for its interest in the inmates. We were independent of any other Board.

In 1886 we were still a private corporation, located on our own premises at South Boston, the home of the institution from the beginning of the school. In 1887 the State gave us, in response to our prayers, the sum of $20,000 to purchase land for our removal to a more extended field of operations; and the next year we were given $200,000, to be expended under the direction of the trustees in the erection of new buildings on the estate we had in the meantime purchased at Waltham, but on the condition that we should deed the newly purchased land to the Commonwealth. This we cheerfully did. Indeed, when we came to sell our South Boston estate, we spent the money obtained for it in building on the Commonwealth's land at Waltham the plain but beautiful dormitory for women, which has been the type of all our dormitories erected since that date, and has been copied far and wide by other institutions. We recognized, as stated in a report a little later, that there was —

> a partnership for charitable purposes between the State and the corporation, each being represented by six trustees. The State provides nearly all the money required by the trustees for the active management of the school, and holds the title to a large proportion of the property in use; while the corporation through its membership gives to the trustees the assistance of a large number of intelligent men and women, who, some through inheritance or association, others through a sense of duty, and all through a feeling of compassion for human suffering in its most degraded and loathsome form, take a deep interest in promoting the welfare of idiots and feeble-minded.

We recognized, too, that, although we held the title deeds of the South Boston property, that property had been given to us by the State in trust for feeble-minded persons of the State. We rendered unto Cæsar the things that are Cæsar's.

By the act of 1886 the Commonwealth again assumed the cost of the education of the pupils in the school department. The Legislature recognized the force of the plea made at the beginning of the school, to put the indigent idiot upon the same footing as the indigent blind person and the indigent deaf mute, so far as he was capable of benefit from school instruction. The original petition, we will say in passing, had been for all idiots; and we still are of the opinion that the

Commonwealth in its majesty should require the training of all idiotic persons within its domain, according to methods substantially as practised at this institution, either at the expense of the place of settlement or at its own expense, as a matter of right possessed by the individual.

No provision was made in 1886 as to the number of persons we were to take in the school department on the part of the Commonwealth; but we were allowed the sum of $20,000 for the maintenance and education of such persons as should be designated by the Governor, upon the recommendation of the secretary of the State Board of Education. For the State custodial cases we received the sum of $3.25 per week, and the same charge was made to cities and towns for their custodial cases. Beneficiaries of other States and the Provinces were to be charged $300 each per year, and we could take private pupils at our own terms.

The power to commit to the school was continued to judges of a probate or a municipal court; and this was probably still a provision in favor of the school rather than for the inmate or the community at large, for although authority was not given to the trustees to reject a case so committed as in the act of 1883, they were still given the authority to discharge any pupil or other inmate either to his home or the place of his settlement.

By the act of 1886 the trustees were directed to make an annual report to the State Board of Education of pretty much all matters that had been contained in our reports to the corporation and Legislature; and we were also directed to submit our accounts for the support of inmates in the custodial department by the Commonwealth to the Board of Lunacy and Charity for approval. To the State Board of Lunacy and Charity was also given the power to transfer to the school from the State Almshouse and certain other institutions any inmate whose condition would be benefited by said transfer, upon the certificate of a physician that he is a proper subject for the institution.

Thus, by this act of 1886 for the first time some other person or board of officers than the corporation and the trustees of this school and the Governor was authorized to be interested in any way in the care and custody of the feeble-minded in this

Commonwealth. Up to 1886 all reports had been made direct to the Legislature. Our work at that time had been mostly tentative.

Since 1886 there has been no substantial change in the law relating to this school. Since 1886 year after year we have reported the result of our work to the Legislature, occasionally making recommendations regarding our future growth, which have been approved. Dr. Eliot and Dr. Tarbell, of our Board of Trustees, were well-recognized authorities in all matters concerning the feeble-minded. The State had unlimited confidence in those great philanthropists.

We got valuable suggestions from the boards which were associated with us by the act of 1886, just as we did later when we founded our Templeton colony from the department of health and other departments in the service of the Commonwealth. In 1898 the duties of the State Board of Education and the State Board of Lunacy and Charity were given to the Board of Insanity, with which Board our relations have always been most cordial and intimate. But we believe that we ourselves are wholly responsible for the conduct of the school, although under their supervision. The founding of the custodial department, and its extension to include the care of grown feeble-minded women and the colony at Templeton, have been our work. Members of the corporation it is feared take less interest in our life than in early days, but this is to be expected, for matters are on a firm foundation; the corporation and the trustees recognize that we are for the most part a State institution, doing State work, but we claim the credit of having built up for the Commonwealth a model institution, of which she may well be proud.

This is a somewhat extended review of the past. It is made for the information of the Legislature, an ever-changing body, who cannot be expected to know much about pre-existing provisions for the care of the feeble-minded persons of the Commonwealth. It may also be regarded as a preface to the following opinion regarding the future of the school: —

It is the opinion of the trustees that it is for the best interest of the feeble-minded themselves and for the good of the Commonwealth that the school should be conducted mainly upon the lines upon which it has been conducted in the late past.

There should be, as now, a school department, in which there shall be admitted yearly a large number of feeble-minded children capable of being benefited by school instruction, who shall for five or six or seven years be trained to habits of order, obedience, cleanliness and industry, and then as a rule be returned to their homes. The present custodial department should be continued for boys and men and girls and women, and in connection with it the colony at Templeton for boys and men. To the custodial department should be admitted, first, cases, that as a general thing must remain until death, — the most disgusting cases of idiocy, the sick, the deformed, — cases that it is for the absolute good of the community from which they are taken that they shall be banished from sight forever. Second, feeble-minded big boys and men and big girls and women, who are too old to learn from books, who will remain here, the males until they are fitted for Templeton, where they are destined to spend the remainder of their lives; while the big girls and women, including such as, having finished in the school department, have no homes to which they can be sent, will be kept here indefinitely, probably for life, in order that they may not become mothers.

As we have said several times of late, the most notable departure from the original design of the school has been the admission of these big girls and women of feeble intellect, and the retention of large girls who have been pupils in the school proper. This is a feature in which we take pride, even more than we take in the colony at Templeton, although the visible results are not so striking. It is the feature of our institution which appeals most to the hearts of the people of the Commonwealth. It is a feature which could not exist except in an institution of the comprehensive nature of our own. That the life of these females is on the whole a happy life, we have often shown. They exhibit few signs of discontent. This feature of the school should be preserved.

We have gone further in this direction. We have sought to extend our protection over women who have gone wrong or may go wrong in their sexual relations, and yet, owing to mental weakness, are morally irresponsible for their conduct. These women are moral imbeciles; and it is the sentiment of the people at large, and we ourselves believe, that protection

should be given them, — that they should be kept permanently away from men, both for their own good and for the good of the community. But there should be absolute mental defect as well as moral obliquity before they are received in this school. We can go on building dormitories for the protection of our grown up girls indefinitely, and care for them in great numbers at little expense, especially if the Legislature shall at some time not too remote cause to be removed to the Hospital for Epileptics our inmates who are afflicted with epilepsy; but women with none of the obvious characteristics of feeble-mindedness, — such as defective speech, awkward gait, unnatural make-up, — women in whom it is difficult to detect any mental defect, unless an unusual development of sexual passion be attributed to mental defect, are ill-adapted to mingle with our good-natured simpletons. Such women must be kept under lock and key, — they need constant, wearisome watching. As against her guardian, the female moral imbecile is an artful foe within herself. We object, however, and this is an objection we have often made, to receiving from other philanthropic institutions, either reformatory or charitable, public or private, girls whose real offence is want of chastity, but who have been sent from their homes as wayward, stubborn girls, who have needed institutional care and restraint, but instead of receiving this have been placed out in country homes, to become the plaything of a hired man employed at the same house, or of half the idle men and boys of the village, until finally, hardened and well seasoned in crime, they are thrown back into the hands of the well-meaning philanthropists who have corrupted a community. We have often said no one woman is able to safe-guard a girl or woman who has strong inclinations to go wrong, and no amount of professional or purely philanthropic visiting will keep her in the paths of virtue.

A notion largely prevails in the community that pretty much all crime is evidence of moral imbecility on the part of the offender, and more particularly that the birth of an illegitimate child is evidence of moral imbecility on the part of the mother; and women who should be sent as criminals to a reformatory for a term of years are sent here on a sentence for life. To us there is something abhorrent in shutting up a girl in an asylum

for idiots, to be released only by death, simply because she is lewd.

Most women who offend against chastity are anything but feeble-minded. Prostitutes at the beginning of their career are neat and orderly. As a rule they are kind-hearted, generous, honest and truthful. They rarely at any time are instrumental in bringing a sister into their fold. They are more or less repentant; yet no one understands better than they that their offence against society will not be forgiven by society. They mostly come from the country, and have mostly fallen from virtue by reason of the too free intercourse between the sexes existing in country life. Some are city-born and lead a double life, pursuing a lawful and remunerative occupation in addition to that which is illicit. The downward course of all these women is rapid, but they are not feeble-minded. The law interposes, as is the case with all other females, only for the protection of those who are under the age of sixteen. This school is not an institution for the amelioration of the condition of fallen women of any age.

We note with satisfaction that an attempt is being made in large cities to care for such feeble-minded children of their own as are capable of improvement by school instruction, in schools especially devoted to such purpose, apart from schools for normal pupils. This will relieve a pressure for admission to our school department. But great care should be taken by the city authorities in permitting children to be sent to a school for the feeble-minded without the consent of parents. The matter is even more important than the commitment of a child to our custodial department. No ordinary schoolmaster or ordinary schoolmistress is capable of judging whether a child is feeble-minded within the statute. We have known boys, who have been deemed by their teachers stupid to the last degree, to suddenly wake up, go to college, do well there, and afterwards prove to be eminent citizens. Only the judge of a court, upon the certificate under oath of a duly qualified physician, should have the power of committing a child to any feeble-minded school without the consent of its parents.

For further details regarding the condition of the inmates under our charge and work accomplished by them during the year, we refer to the report of our superintendent, Dr. Fernald,

the value of whose labors for the past eighteen years, in behalf of the feeble-minded of the Commonwealth, both those under his direct care and many remaining at private homes with their parents, cannot be too highly estimated.

CHARLES FRANCIS ADAMS, 2d.
FRANCIS J. BARNES.
FRANCIS BARTLETT.
ELIZABETH E. COOLIDGE.
JOHN S. DAMRELL.
THOMAS W. DAVIS.
FREDERICK P. FISH.
WILLIAM W. SWAN.
CHARLES E. WARE.
FRANK G. WHEATLEY.
CHARLES F. WYMAN.

Samuel Hoar of Concord, president of the Massachusetts School for the Feeble-minded, died at his home in his native town of Concord, Monday, April 11, 1904, in his fifty-ninth year. He was the second Samuel Hoar of Concord to die a trustee of this school, his grandfather, of the same name and town, having been one of the originators of the school and having held the office of trustee at the time of his death in 1857. His own father, Ebenezer Rockwood Hoar, son of Samuel Hoar, senior, succeeding his father, had also been a trustee until his promotion to the bench as a justice of the supreme judicial court of the Commonwealth had rendered the holding of the office of trustee incompatible with the higher duty. Judge Hoar had been succeeded in the office of trustee by his sister's husband, Robert Boyd Storer, who in turn upon his death was succeeded by his son, William Brandt Storer, an own cousin to our Samuel Hoar. In the mean time George Grosvenor Tarbell, a near kinsman, had for six years been superintendent of the school, and upon the death of William Brandt Storer in 1884, resigning the office of superintendent, had been appointed trustee, and in 1898 had been made president. Samuel Hoar was appointed trustee in 1885, and in 1902, upon the death of George Grosvenor Tarbell, had been elected president. Thus by inheritance the interests of the school were dear to our late president.

Since his death the town of Concord, the Unitarian Church and Harvard University have all expressed their recognition of the deep obligations they are under for services rendered to them by Samuel Hoar, and their appreciation of his noble character. The Suffolk bar, the supreme judicial court of the Commonwealth, and social clubs of Concord and Boston have offered their tributes to his memory. Many letters of a personal nature descriptive of his character have been written, and some of them have been published. We, too, the trustees of this school, claim a part of him, and would record our sense of the loss sustained by the school and ourselves by his death.

Samuel Hoar was an earnest, self-reliant, straightforward

man. He had a strong personality. He had unflinching courage. He was generous and benevolent. He had much common sense. He was a man of large affairs, and had a profound knowledge of human nature. He was a distinguished private citizen; an able lawyer, with a large professional practice. To us, his associate trustees, an observable trait of his character was the facility with which he came to a decision in any matter under consideration. To this faculty, no doubt, was due the amount of work he was able to give to matters of a philanthropic and public nature outside of his profession.

Of the educational and charitable institutions to which he gave the benefit of his legal and business experience, this school in his estimation was not the least in importance. At the time of his death he was the third trustee in length of service. In nineteen years he had given to the cause of the feeble-minded much study. More and more was he pained at the thought, which more and more came upon him, that there is no cure for the mind that is wanting. More and more did he believe in the necessity of the school for the welfare of the inmates and for the good of the community from which the unfortunate children are withdrawn. The charity had ceased to be repulsive to him. He looked upon it philosophically, with the aim to do the greatest good with the greatest economy. He had a happy faculty of impressing his views upon the Legislature. That we have this beautiful home at Waverley and the extensive colony at Templeton is largely due to his representations to that body.

We shall miss his cordial greeting at our meetings. We shall miss his counsels in our deliberations; his effective statement of a proposition. We shall miss his humor. We shall miss the bright, cheery member of this little band of co-workers. The entire school felt the influence of his sunny disposition.

His labors are over. He rests in peace. With wounded hearts we go on with our task.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1904: —

	Males.	Females.	Totals.
Number present Sept. 30, 1903,	482	318	800
Admitted during the year,	65	35	100
Whole number present,	547	353	900
Discharged during the year,	24	11	35
Died during the year,	10	8	18
Number present Sept. 30, 1904,	513	334	847
Average number present,	489	326	815
School cases admitted,	36	12	48
Custodial cases admitted,	29	23	52
Private pupils now present,	30	18	48
Massachusetts school beneficiaries,	175	81	256
Custodial cases supported by State,	97	65	162
Custodial cases supported by cities and towns,	182	152	334
Beneficiaries of other New England States,	20	12	32
Number at the Templeton colony,	127	–	127
Applications for admission during year,	–	–	240

Of the 100 admissions, 31 were young, teachable pupils; there were 16 females over fourteen years of age; 8 were juvenile epileptics; 8 were paralyzed; 10 were very feeble,

physically; 3 were insane, and were taken away by their friends; 2 were blind.

Of the 35 discharges, 9 were kept at home for various reasons; 1 was kept at home to attend public school; 6 New England beneficiaries were withdrawn to make room for younger pupils; 4 insane boys were taken home by their relatives; 4 boys were taken home to work for wages; 3 boys, pronounced moral imbeciles, ran away and were not returned; 1 girl of seventeen was abducted by her relatives; 1 girl, a moral imbecile of seventeen, was taken away by her guardian, to be committed to Sherborn Reformatory as a stubborn child; 1 was taken away by overseers of the poor; and 1 boy was killed by a railroad train while at home on his summer vacation.

There were 18 deaths during the year, — less than three per cent. of the average number present. Of these, 3 resulted from organic heart disease, 3 from acute pneumonia, 2 from epilepsy, 2 from organic brain disease, 2 from pulmonary tuberculosis, 2 from general tuberculosis, and 1 each from acute miliary tuberculosis, pyæmia, intestinal obstruction and acute gastritis.

The general health of the inmates has been excellent throughout the year. With the exception of a prolonged series of cases of mumps, there have been no cases of infectious or contagious disease among our inmates.

There were 240 applications for admission during the year. Of these, we were able to admit only a small number, the majority of the admissions being applicants of former years, who have long been on the waiting list.

The parents of these children pathetically plead for an opportunity for the training and education of their children while they are young and capable of improvement. It is a striking fact, however, that the reason for the great majority of the applications is based upon the relief needed for the mother, the family or the neighborhood, with the prospective educational benefit to the child himself as a secondary consideration.

The great majority of these applicants are the children of parents in moderate or straightened circumstances. Few laboring men or mechanics or small farmers are able to pay any appreciable rate for the care and education of the defective child, without depriving other children of proper food or clothing or opportunities for ordinary education. These cases can

be trained or cared for only at public expense in some form. A very large proportion of our applicants expect the State or the town to assume the cost of the future support of the child. If State support should be extended to the feeble-minded, as is now done with the insane, the number of applicants would be greatly increased.

The current expenses have amounted to $150,453.49, or $3.53 per week for each inmate. This per capita cost is a little higher than usual, for several reasons. The average price of standard supplies for the institution has been much higher than for many years past. The long, severe winter caused us to use a large amount of coal. The extensive alterations and additions to our service plant necessitated various unforeseen expenditures, not properly chargeable to the new construction. At the new coal trestle we have a stack of over 2,000 tons of coal, paid for out of this year's account. We have also added four outside hydrants for fire protection, with the connecting water mains.

In our school and training classes we have an unusually able and enthusiastic staff of teachers in every department. We have everything needed in the way of appliances and equipment. Our school department, as a whole, was never so well organized as at the present time. The pupils in the various classes have shown definite and satisfactory improvement.

The new manual training building is completed and in use. On the basement floor are the shops for the repairing of shoes and general repairs to furniture, etc. On the first floor are the sloyd class room, the class room for general manual training, a small printing office, and the room for band practice. On the second floor are the girls' class room for beginners in needlework, darning, mending, etc., and the large sewing room. These new class rooms are well lighted and ventilated, and give us fine facilities for carrying on this most important part of our work.

Here at Waltham and at the colony we have had eleven new buildings, or additions to buildings, under construction during the year. These building operations have greatly added to the duties and cares of the entire staff; and it gives me great pleasure to testify to the willingness and fidelity which the officers and employees have shown in meeting these extra

responsibilities, in addition to the regular work of the institution. Without this co-operation it would have been impossible to complete our buildings within the sum appropriated. Our regular force of employees and our splendid corps of working boys have excavated the basements, dug and teamed stone for foundations, dug trenches for sewer and water pipes, mixed concrete, cut and handled pipe for the steam fitter, done all the painting and varnishing inside and outside the buildings, graded around all the buildings, and teamed much of the building material. The educational value of this constructive work for our boys has been very noticeable. One big, strong boy of twenty, for years destructive, idle and vicious, has worked with the steam fitter for over a year, cutting and threading pipe on a machine as well as a skilled mechanic would do it, and doing a full day's work every day.

The farm colony at Templeton is one of the most successful and satisfactory departments of the institution. The three groups of farm buildings now accommodate 128 adult, able-bodied male inmates, who lead a natural, happy, country life, with a minimum of restraint and all the liberty they can properly use. They are kept busy with the farm work, the development of the estate of 2,000 acres, and the rough work connected with the construction of new buildings. This year they have excavated the basements for the fourth group of farm buildings, teamed the stone for the foundation walls, made trenches for water pipes and sewer, and dug a fine well for a water supply.

This year we had about 50 acres under the plough. We had 21 acres of corn for ensilage and fodder, and 20 acres of potatoes. We shall harvest over 2,000 bushels of potatoes, 400 barrels of apples, and other bountiful crops, all used as a part of the food supply of the institution. The products of the farm not used at the colony are shipped to the home school at Waltham. The boys picked and sent to the school over 1,000 boxes of blueberries. The fruit and vegetables from the colony have enabled us to make the inmates' dietary much more varied and palatable.

The bread for the colony is baked at the school at Waltham and sent to Templeton in barrels. These barrels are filled with fruit and sent back to the school. The freight charge for

a barrel of bread is less than the cost of an empty barrel at Templeton.

We are developing a fine herd of milch cows, and within a few years we expect to supply the school at Waltham with pure milk, raised on our own farm largely by the labor of our boys. The old worn-out farm land is being gradually ploughed and put under good cultivation. The boys are kept busy all the time. They are rugged and stalwart, and full of life and good humor. They are the happiest class of our inmates. Farm work, under homelike conditions, is the ideal occupation for this class of defectives. The fourth group of farm buildings will be ready for occupancy within a few months.

Respectfully submitted,

WALTER E. FERNALD, M.D.,
Superintendent.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
in account with RICHARD C. HUMPHREYS, *Treasurer.*

October, 1903–October, 1904.

To payments during the year, viz.: —

New buildings and improvements: —		
Manual training school,	$13,631 82	
Dormitories,	74,663 66	
Addition to bakery,	4,000 00	
Improvements at Templeton,	7,499 76	
Coal trestle,	5,709 23	
Nurses' homes,	5,500 00	
Electric plant,	3,023 43	
		$114,027 90
State of Massachusetts, expenses to W. E. Fernald, superintendent,		159,316 39
Collections at school sent to State Treasurer,		79,741 37
Board of inmates paid from income,		7,500 00
Wright & Potter, printing,		42 61
Edgar G. Fisher, professional services,		10 00
Balance in hands of treasurer,		8,778 75
		$369,417 02

October, 1903–October, 1904.

By receipts as follows: —

Balance on hand,		$13,269 01
Income from funds,		3,062 35
State of Massachusetts, new buildings and improvements: —		
Manual training school,	$13,631 82	
Dormitories,	74,663 66	
Addition to bakery,	4,000 00	
Improvements at Templeton,	7,499 76	
Coal trestle,	5,709 23	
Nurses' homes,	5,500 00	
Electric plant,	3,023 43	
		114,027 90
Amount carried forward,		$130,359 26

Amount brought forward, ...		$130,359 26
State of Massachusetts, for expenses, ...		159,316 39
Collections at school: —		
Public board, ...	$65,896 57	
Private board, ...	12,865 86	
Farm products, ...	236 90	
Clothing, ...	422 88	
Miscellaneous, ...	319 16	
		79,741 37
		$369,417 02

RICHARD C. HUMPHREYS, *Treasurer.*

BOSTON, Oct. 11, 1904.

I have examined the above account, and found the same correctly cast and properly vouched, and showing a balance in the hands of the treasurer of $8,778.75.

CHAS. F. WYMAN
Auditor.

ANALYSIS OF EXPENDITURES,

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1904.

Salaries, wages and labor: —		
Pay roll,		$56,981 09
Food: —		
Butter,	$1,867 16	
Butterine,	962 25	
Beans,	821 71	
Bread and crackers,	397 90	
Cereals, rice, meal, etc.,	1,341 74	
Cheese,	114 01	
Eggs,	594 69	
Flour,	5,214 80	
Fish,	899 85	
Fruit,	664 06	
Meats,	7,775 07	
Milk,	7,284 28	
Molasses,	364 39	
Sugar,	2,258 13	
Tea, coffee, broma and cocoa,	420 35	
Vegetables,	1,413 18	
Sundries,	834 20	
		33,227 77
Clothing and clothing material: —		
Boots, shoes and rubbers,	$1,964 21	
Clothing,	1,307 27	
Dry goods for clothing and small wares,	1,339 64	
Furnishing goods,	1,090 03	
Hats and caps,	141 63	
Leather and shoe findings,	242 45	
		6,085 23
Furnishings: —		
Beds, bedding, table linen, etc.,	$1,837 79	
Brushes, brooms, etc.,	287 57	
Carpets, rugs, etc.,	239 66	
Amounts carried forward,	$2,365 02	$96,294 09

Amounts brought forward,	$2,365 02	$96,294 09
Crockery, glassware, cutlery, etc.,	400 07	
Furniture and upholstery,	1,709 31	
Kitchen furnishings,	1,263 59	
Wooden ware, buckets, pails, etc.,	395 47	
		6,133 46
Heat, light and power: —		
Coal,	$14,989 86	
Oil,	539 62	
Sundries,	147 64	
		15,677 12
Repairs and improvements: —		
Bricks,	$1,256 27	
Cement, lime and plaster,	1,439 07	
Doors, sashes, etc.,	15 05	
Electrical work and supplies,	288 90	
Hardware,	972 75	
Lumber,	900 82	
Machinery, etc.,	43 74	
Paints, oil, glass, etc.,	1,377 54	
Plumbing, steam fitting and supplies,	2,215 83	
Roofing and materials,	714 18	
Mechanics and laborers (not on pay roll),	2,195 51	
Sundries,	52 98	
		11,472 64
Farm, stable and grounds: —		
Blacksmith and supplies,	$876 20	
Carriages, wagons and repairs,	754 38	
Fertilizers, vines, seeds, etc.,	1,550 48	
Hay, grain, etc.,	5,451 10	
Harness and repairs,	240 65	
Horses,	1,016 75	
Cows,	26 00	
Other live stock,	139 50	
Tools, farm machines, etc.,	1,087 81	
		11,142 87
Miscellaneous: —		
Books, periodicals, etc.,	$148 65	
Chapel services and entertainments,	510 93	
Freight, expressage and transportation,	1,492 60	
Funeral expenses,	106 00	
Hose, etc.,	99 92	
Ice,	555 09	
Labor (not on pay roll),	126 04	
Medicines and hospital supplies,	612 69	
Medical attendance, nurses, etc. (extra),	373 25	
Manual training supplies,	184 27	
Amounts carried forward,	$4,209 44	$140,720 18

Amounts brought forward,	$4,209 44	$140,720 18
Postage,	279 95	
Printing and printing supplies,	1 50	
Return of runaways,	55 48	
Soap and laundry supplies,	875 24	
Stationery and office supplies,	668 99	
School books and school supplies,	470 64	
Travel and expenses (officials),	447 17	
Telephone and telegraph,	664 35	
Tobacco,	3 50	
Water,	2,044 30	
Sundries,	12 75	
		9,733 31
Total,		$150,453 49

I certify that the foregoing is a true statement of expenditures of the Massachusetts School for the Feeble-minded for the year ending Sept. 30, 1904, as shown by the analysis book.

WALTER E. FERNALD, M.D.,
Superintendent.

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly emloyed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the schoolrooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the

stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and

women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horribles, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

Laws relating to the Massachusetts School for the Feeble-minded.

[Acts of 1850, Chapter 150.]

An Act to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

Section 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

Section 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*

[Revised Laws, Chapter 87.]

Section 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

Section 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members of the general court for the time being shall be, ex officiis, visitors of

the institution, and have the privilege, during the sessions, of inspecting it.

Section 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

Section 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

Section 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

Section 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

Section 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding

section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

Section 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

Section 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

Section 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

Section 123. The state board of insanity may from time to time

transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

. . . . . .

Section 127. An annual appropriation shall be made for the support of . . . the Massachusetts school for the feeble-minded. The amount of the appropriation shall be determined by estimating, at the rate of board fixed by law, the cost of the average daily number of state patients for the preceding year, increased by a number equal to the average annual increase in the number of such patients for the preceding five years.

[Resolves of 1900, Chapter 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*

[Acts of 1902, Chapter 434, Section 2.]

From said loan expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[Acts of 1903, Chapter 414, Section 2.]

From the loan aforesaid expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of

sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[Resolves of 1903, Chapter 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a side-track and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided*, *however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal-pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [*Approved May 5, 1903.*

[Acts of 1903, Chapter 323, Section 2.]

From the aforesaid loan expenditures may be made as follows: — By the trustees of the Massachusetts School for the Feeble-Minded, a sum not exceeding forty-five thousand dollars, for the following purposes: — For constructing and furnishing two houses for attendants, a sum not exceeding thirty thousand dollars, and for an addition to the electric lighting plant, a sum not exceeding fifteen thousand dollars.

[Resolves of 1903, Chapter 82.]

Resolved, That the trustees for the Massachusetts School for the Feeble-Minded are hereby authorized to expend, out of the Massachusetts School for Feeble-Minded Fund, a sum not exceeding one thousand dollars, for the purpose of furnishing the superintendent's house, this sum to be in addition to any amount heretofore authorized for the same purpose. [*Approved May 20, 1904.*

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two

white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

Trustees. — A meeting of the trustees shall be held quarterly.

Quorum. — The presence of three members shall constitute a quorum.

Visiting Committee. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

Auditor. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

Superintendent. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided*, *however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessaries, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

Matron. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

Visitors. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

Tobacco. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, about one-half mile from the Clematis Brook station and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central railroads. Electric cars leave the subway, Boston, for Waverley every fifteen minutes. A public carriage may be found at the *Waverley* station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.